DOCUMENT RESUME

ED 394 542 JC 960 277

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TITLE Values, Vision, Voice, Virtue: The 4 "V" Model for Ethical Leadership Development.
PUB DATE Feb 96
NOTE 12p.; In: The Olympics of Leadership: Overcoming Obstacles, Balancing Skills, Taking Risks. Proceedings of the Annual International Conference of the National Community College Chair Academy (5th, Phoenix, AZ, February 14-17, 1996); see JC 960 276.
PUB TYPE Viewpoints (Opinion/Position Papers, Essays, etc.) (120) -- Speeches/Conference Papers (150)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Communication Skills; Community Action; Community Colleges; *Educational Needs; Individual Development; *Leadership Qualities; Leadership Responsibility; *Leadership Training; Models; Service Learning; *Social Responsibility; *Student Leadership; Two Year Colleges

ABSTRACT

Ethical leadership training must be a part of the education of today's students, the leaders of the future. Students should be trained in group processing and facilitating skills, oral and written communication, conflict management, shared decision making, and team management. These future leaders should also be able to understand the symbols and ceremonies of different cultures and be able to realize the importance of context, identify and promote values, utilize motivational techniques, and articulate a vision. The 4 V Leadership Model incorporates all these crucial elements in leadership development. They are: values, vision, voice, and virtue. To help students develop a value system, the model includes ego development, self awareness training, moral development, social perspective taking, and service learning. The program imparts a sense of vision through campus and community leadership experiences. The ability to communicate and accomplish goals, or the "voice" element, is taught through exercises developing both interpersonal and intergroup communication skills, and utilizes mentoring and role-models to help student development. Finally, the program teaches about virtue, or the commitment to the common good, by providing students with the sense that society needs their input and that this input must be intertwined with an established value system. (MAB)

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ED 394 542

VALUES, VISION, VOICE, VIRTUE:

THE 4 "V" MODEL FOR ETHICAL LEADERSHIP DEVELOPMENT

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Paper Presented at the
Fifth Annual International Conference for
Community & Technical College Chairs, Deans and Other Organizational Leaders
February 14 - 17, 1996
Phoenix/Mesa, Arizona

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JC 960 277

Biographical Information: Dr. Bill Grace

Dr. Bill Grace is a leadership educator, speaker, consultant and architect of ideas. He is the creator of the Four V Model of Ethical Leadership Development, which includes the components of Values, Vision, Voice, and Virtue. This model inspires the civic responsibility and effective human relations necessary for the 21st century. Dr. Grace proposes that values, leadership development, and service nurtures in us the leadership spirit necessary to create an uplifting and ennobling future.

Bill's research has been in the area of linking a person's capacity for moral reasoning with their commitment to moral action. He is the founder and Executive Director of the Center for Ethical Leadership, a Seattle-based, nonprofit organization that promotes leadership development and collaborative problem-solving as methods to help build the "good city." The Center, funded by a grant from the Kellogg Foundation, has active programs involving youth, neighborhood, religious, corporate, and government leaders.

Bill provides extensive services to both the public and private sectors. All of his work is focused on a singular theme of ethical leadership and the importance of moral responsibility for individuals and organizations working toward the common good of the community. The breadth and depth of his experience has included all levels of educational institutions, including over forty institutions of higher education; government organizations; corporations, such as Ford Motor Company and McDonalds Corp.; and other civic groups and foundations, such as the Kellogg Foundation.

Bill served as an administrator in higher education for 15 years. He has written and presented many papers on leadership development, service learning, and values development and is currently an adjunct faculty member in the graduate program at Seattle University.

VALUES, VISION, VOICE, VIRTUE: THE 4 "V" MODEL FOR ETHICAL LEADERSHIP DEVELOPMENT

INTRODUCTION

Ethical leadership training has to be a part of the education of tomorrow's leaders, today's students. Stewart (1988) writes: "... those lacking in ethics ultimately fail as leaders....Ethics and leadership are inextricably woven together. Ethics and moral values provide the context, the framework, and the substance of leadership" (p. 11).

How do we teach college students to be ethical leaders? What constitutes training for ethical leadership? Leaders, Rogers (1992) says, need to learn how to bring about vision within an organization. They need to empower followers to carry out that vision and help shape a culture that focuses on collaboration and the common good. The leaders themselves should be called on to model cooperation and take a view that encompasses multi-perspectives -- not be caught in one particular mode of operation, but be open to change, new ideas and input from others. To do this, she says, these student leaders must be trained in group processing and facilitating skills, oral and written communication, conflict management, shared decision making, and team management (p. 249). To be effective leaders who lead in an ethical context, students need to have a strong understanding of cultures, their symbols, ceremonies, and kinship. They need to understand the importance of context and be able to identify, emphasize, and promote values, motivational techniques, and vision. Leaders who are ethical will "...realize that what they stand for is as significant as what they do" (p. 249-250). Their agenda is to show respect for their followers, build trust in themselves and the organization and be willing to share power and information. Leaders are not born, they are trained and educated.

Seidenmen (1987) states that it is vital for higher education to set as part of its mission the preparation of "students to live responsibly in a high-tech, globally interdependent era" (p. 40). Students as future leaders need to understand that the actions they take, the decisions they make, carry a responsibility, an ownership, and that they must approach their education with the idea that they will be empowered with the "sense of responsibility, the sense of possibility and the knowledge that they as individuals can make a difference" (p. 41).

Science, medical technology, computers and changes in corporate environments have advanced at an alarming pace in comparison to the dialogue on their moral and ethical implications. Ethical questions regarding genetic engineering, health care, information access and corporate decisions have no easy answers and few people are equipped to grapple with these issues on a personal or global scale. Today's college students need to have a clear understanding of their

own values and moral standards if they are to function in the world of the future. They need to have a sense of community, national and global responsibility. The world will be sitting at their work stations, in their board rooms and laboratories and will not be ignored.

An important dimension of all leadership, according to Hitt (1990), is one in which those who are put in the position of making decisions are capable of discerning what is right and good. All decisions, he adds, involve an economic and an ethical dimension. Leaders must be able to decide what is both financially sound for the organization and what is ethically right for the people involved. Leaders must be held accountable for their own code of ethics and for developing and upholding those of the organization in which they lead.

If leadership is essential for the future, as these current writers suggest, then it must become a vital part of the mission of higher education. In this article, the authors propose a 4 V Leadership Model that incorporates what they perceive as the crucial elements in leadership development that will provide potential leaders with the tools needed for effective leadership in the twenty-first century. These four V's are values, vision, voice and virtue.

A review of literature on leadership and leadership development underscores the need for teaching ethical decision-making. Rost (1991), Wilcox and Ebbs (1992) and Stewart (1988) refer to leaders in the 1990's and beyond as those whose actions and decisions are based on what will be the best for the common good. It is the responsibility of leaders to understand the cultural norms, values and moral code of their organization. To have that understanding of their organization, they must have a clear grasp on their own values system. Badaracco and Ellsworth (1989) assert that leaders who have strong values will strive to uphold and promote the values of others as well as those of the organization. Values and beliefs, they say, intensify commitment, enthusiasm and drive. People who know what they believe and act on those beliefs provide greater creativity and innovation to the organization.

Stewart (1988) and Gardner (1990) see vision as another imperative for effective leaders. Leaders must help their followers establish a vision, set goals and empower them to meet them. In establishing vision, Gardner says, individuals have a clear understanding of where the organization is headed and how their own efforts benefit and contribute to the carrying out of that vision.

Rost (1991) feels that if leaders have no sense of values and ethics or what he refers to as civic virtue, society is in trouble. Civic virtue, he defines, is "the elemental notion that all of our goods as individuals and groups are bound up in the common good, or, to put it another way, that all of our self- and group interest are bound up in the public interest" (p. 176).

Wilcox and Ebbs (1992) and Rost (1991) write that leaders, because of the power they hold, have influence, or voice. It is their influence, their voice that moves organizations, societies, and corporations to great heights.

Grace (1990) conducted research and interviews with identified ethical leaders in the state of Washington to determine the key elements of ethical leadership development. His research found four themes that emerged as evidence of a common pattern in each of the leader's development as an ethical leader. These themes were family influences, critical incidents, role-models and mentors and a transcendent view. It is from these common themes that the 4V model was constructed. The themes and elements that emerged follow.

THEMES OF PATTERN	ELEMENTS OF THE MODEL
Family Influence	Values
Critical Incident	Vision
Role-models and Mentors	Voice
Transcendent View	Virtue

The four "V's" of the Ethical Leadership Development Model appear as the four points of a pyramid. Starting with Values the model moves in clockwise direction to Vision and Voice. These three elements are connected by an unbroken line symbolizing their interdependence. Virtue appears as a circle at the top of the pyramid with each of the other "V's" radiating towards it. This symbolizes that Virtue (or a commitment to the common good) is the central purpose of the model. The common good is further symbolized by the outer circle. The outer circle creates space on the sides of the pyramid within which the components for the leadership model are placed. This emphasizes that ethical leadership development programs must be offered in the context of and commitment to the common good.

These four elements can be transformed into a model that serves as a guide for leadership development programs for students. Following is a discussion of the program elements that form the foundation for program development. While these are generic in nature, it is understood that these programs need to be developed in the context of institutional mission and purpose and the students enrolled in the institution.

PROGRAM ELEMENTS

Values

Developing ethical leadership begins with self understanding, personal growth and the development of a values system. Students must begin to understand their own beliefs and develop a values system by which they determine

what is right and what is wrong. Such an understanding also demands an understanding of oneself. To develop a values system, this element of the program includes ego development, self awareness, moral development and social perspective taking. Students are challenged to ask themselves the reasons for striving for their personal leadership development.

The second part of the values component is service learning, the heart of the matter. Service to others is taught as being a mutually transforming process; as students reach out for the benefit of others they become the beneficiary. Providing service to the community, whether local, national, or worldwide is a vital step in giving students a wider perspective, a bigger world view. Students who grew up in the 1980's and 1990's are immersed in their own world. Their own personal issues have forced them to remain self-focused and out of touch with the world. Reaching out to others opens their eyes and turns their focus outward. It also enables them to see themselves as part of the whole, as a world citizen.

Servant leadership as described by Greenleaf (1977) holds promise for leadership preparation in this element of the model. Greenleaf's point of view is that a new moral principle is emerging which holds that the only authorities deserving one's allegiance are individuals who are chosen and trusted as leaders because they are proven and trusted as servants. The concept of national service reflects this emerging philosophy of servant leadership.

Two important tasks of leadership development are addressed through service learning. First, students confirm their core values by working towards their development and begin the process of turning moral reasoning into moral action -- taking the philosophical and turning it into the practical. Second, as students encounter social ills through their service and reflect upon both in the context of their values system, they begin to reflect on their role in bringing about change. Their encounters with society and its problems help them to evaluate their values and abilities. Such encounters help them to see themselves as a part of the whole and that they can bring about change.

VISION

Vision development is an essential step in the act of leading. A student's experiences in service give them a realistic picture of "how life is" for an individual or community. Reflection on service in the context of held values and a commitment to the common good challenges students to articulate a noble, but achievable, picture of "how life could be better."

Vision discovering is a personal process that requires higher order learning skills of observation, learning and integration. Students must have opportunities to lead, facilitate and motivate followers. Providing such opportunities requires a safe environment that allows for the expression of new and often only partially

clear ideas. It is the responsibility of educators to provide these safe places that allow observation and growth to take place. It is in learning environments of journal writing, small group participation and one on one dialoguing that students discover their passions, clarify their motivations and articulate their vision.

Through campus and community leadership experiences students can experiment with their vision and clarify what they want to accomplish. These experiences challenge students to develop and enhance their personal motivation and leadership effectiveness. As they pursue the development of their vision they utilize their natural talents to discover what works and what does not.

VOICE

This element of the model comprises those aspects of an individual that enables him/her to "get things done". Leading a meeting, group, organization, etc., involves multiple facets including managing, communicating, facilitating and empowering. An ethical leader will have a voice that accomplishes these tasks in such a manner that followers understand, contribute, participate and, in the end, feel that they made a worthwhile contribution to the overall operations. A leader is one who empowers followers to enable them to grasp the vision of the organization and see how and what they can contribute. Such empowering brings about enthusiasm, creativity and loyalty.

Leadership experiences play a significant role in helping students take the opportunity to reflect on their personal leadership style. During their experiences as leaders they should be called upon to focus on such questions as: What is appearing to be my favored style of leadership? What are my natural gifts? What areas appear as needing time to develop? How well do I handle conflict? In this manner, the student takes the initiative in making decisions about their leadership development. They come to a self-understanding of what their leadership style is, how it is working (or not working) and what areas need time for further development.

The element of voice entails skills at two different levels -- among individuals and among groups. Interpersonal skills include time management, budgeting and agenda setting. Leaders need management skills that help them get things done. The intrapersonal skills train leaders to communicate effectively and establish cooperation among and between individuals. These skills would include development in assertiveness, listening, feedback, non-verbals and conflict resolution.

Developmental growth in working with groups involves skills needed within a group and between groups. Intergroup skills include group dynamics, motivation, planning and team building. Emphasis is placed on team work -- getting people to work together to set goals and establish the means to meet them.

Ethical leaders need to understand how groups function and what contributes, both negatively and positively, to their effectiveness.

Not everything is accomplished by one group working alone. One aspect of a leader's involvement is getting groups to function within themselves and, often, with other groups. Negotiating, conflict resolution and collaboration skills are necessary to facilitate communication and work between groups -- the intragroup skills.

The 4V model relies upon a second aspect of voice to complete the process. The mentor and role-model are key elements to success. As students develop their personal and group skills, feelings of frustration, inadequacy and of being overwhelmed are common. Support, encouragement and inspiration are needed to keep them going. This is the role of mentors and other persons who possess the skills the students are needing.

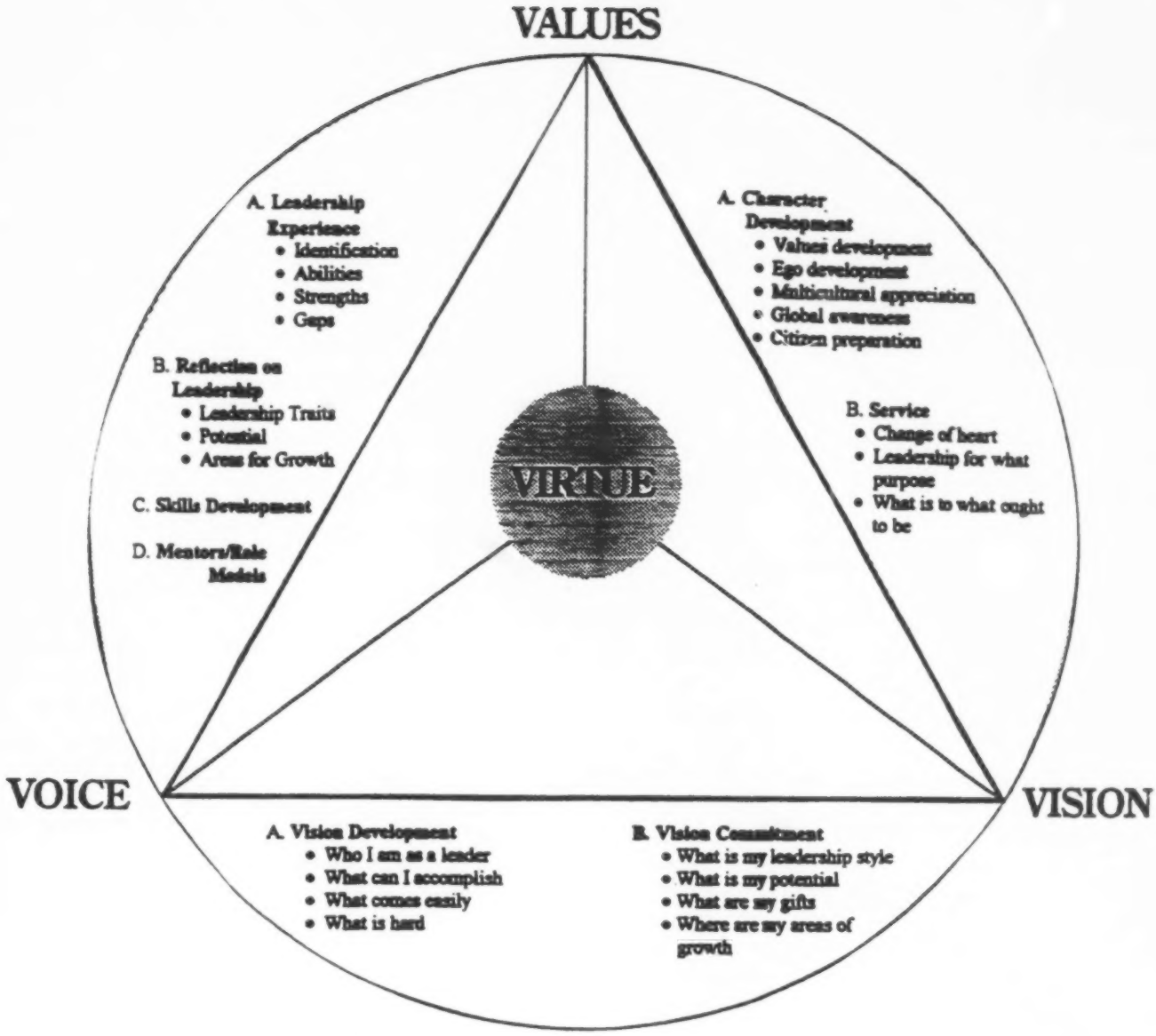
While mentors are similar to role-models, there is a relationship with mentors that does not always exist with role-models. Mentors are available and approachable and can provide the personal contact that students need for encouragement and support. Mentors can also challenge students to reach out, stretch and experiment as they develop their leadership style.

Role-models provide students with inspiration for the way in which they desire to lead and live out their values. These individuals range from historical to fictional to contemporary individuals at all levels of society. In essence, role models are the heroes that inspire the student to strive to perform the difficult tasks of living with integrity and authenticity.

Role models and mentors are important additions to the leadership model. They provide students with concrete applications of ethical leadership development and enable them to see the working out of a philosophical and, what might appear as, a theoretical model.

VIRTUE

The heart of the model and the web that connects the other elements with each other is Virtue, a commitment to the common good. The end result of ethical leadership is to accomplish what is right and good for the most people. It is imperative that tomorrow's leaders be taught to look outside of themselves and establish a sense of global responsibility and citizenry. To accomplish this primary goal of ethical leadership development, everything that is learned, everything that is developed, must have as its center the common good. Students must understand that society needs their input and that input must be intertwined in a values system that is established and confirmed.



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CONCLUSION

Morality, values, ethics -- words lost on past generations, constructs that are imperative to present and future generations and for survival in the next century. Gardner (1990) writes, "If we look at any array of societies described by historians and anthropologists, we can not find an instance of a healthy society in which humans have not devised a framework of values, norms of conduct, a moral order. When the community's broad consensus disintegrates or loses its force, the society sickens. People no longer find meaning in their lives. Nothing holds together" (p. 76).

Providing ethical leaders for the twenty-first century is one of the most important elements in the mission of higher education. It is the hope of the authors that this 4V Model for Ethical Leadership will provide the framework within which programs, seminars and, perhaps, courses can be developed to carry out this aspect of the mission.

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